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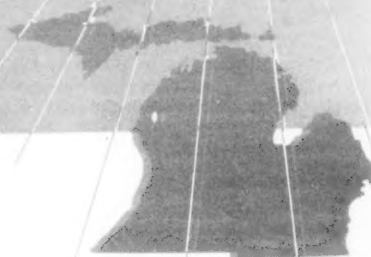
NUMBER 4

THE UNIVERSITY
OF MICHIGAN

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LIBRARY SCIENCE
LIBRARY

THE MICHIGAN *Librarian*



- Who's Who in M.L.A.
- Conference Addresses

At the conference, Robert Armstrong, President, M.L.A. and members

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VOLUME 26

DECEMBER 1960

NUMBER 4

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THE OFFICIAL ORGAN OF THE MICHIGAN LIBRARY ASSOCIATION CHAPTER OF THE AMERICAN LIBRARY ASSOCIATION

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From the President

As your new President, I admit I am proud and pleased to have been given such high office in one of the country's outstanding state library associations. This pride is tempered with a realization that it will be difficult indeed to meet the high standards of performance set by my predecessors. It has been a great education and an extreme pleasure to serve on the past year's Executive Board. All of us will miss the wise counsel and leadership of Katharine Harris, Ethel Yabroff, Hazel Hayes, Stanley Tanner and Mary McCarthy who are retiring from the Board. I wish to especially thank Dr. Wagman and Mrs. Evelyn Tintera for their patient instruction and advice during my period of initiation.

In Michigan, we are fortunate to have a strong Association. This is only possible because we have a strong membership who will give unstintingly of their time and talents to achieve the object of the Association which is "To promote the Library interests of the State of Michigan". Any success the Association enjoys is due entirely to the efforts of the membership and more especially to the committee chairmen and members, and the Section and District officers — both Trustee and Librarian. Traditionally, this issue carries the section "Who's Who in M. L. A.". The people listed in this directory are important, but each member is also important and important for much more than the fact they pay dues. Much remains to be accomplished. Many problems need to be met and resolved. Only the members can do this.

We still have over 900,000 people without local library service. Every library in the state has the problem of serving its fringe areas. The State Board for Libraries has proposed a "State-Wide Plan for Public Libraries". This plan was the chief topic of discussion at the Spring District Meetings and many of the Section meetings. The resolution adopted at the Lansing Conference indicates the Association members approve the concepts, but understandably have many questions concerning details of implementing the Plan. These questions will have to be answered completely and honestly and when they are, the Association members can then decide what further action to take.

We have our ever present problem of inadequate State Aid for local libraries. Each Legislative Committee has done all it could to get this increased. Many members have given aid to the committee in its work. What we need desperately is to have each Legislator contacted before the session begins in January and have the local library problem explained in terms of how it affects his constituents. I doubt that any Legislator is against libraries. Many of them simply do not know enough about libraries and their problems to be for them. We have to talk to our friends but it is more important that we convince those who appear not to be our friends. If we are going to hold what we have and improve our financial situation, every Trustee and Librarian has to do this for themselves and each other. The Committee can help to show or tell

you how to do it at home, but you have to do it for yourself. Actually you are doing it for the citizens of the state, for as many of the speakers at the Lansing Conference stated, the only function of a library is to serve the people. A library is books, brains and buildings. We can improve all three, if each M.L.A. member will work at it.

These are by no means all of our

problems. With your help and understanding they can all be solved. I am confident we will continue to prosper and the citizens will enjoy better library service because we are an Association of highly capable committees, sections and districts, supported by enthusiastic members and dedicated Trustees and Friends.

Robert W. Armstrong

DOROTHY HAGERMAN — HONORARY MEMBER

Dorothy Hagerman exemplifies a high standard of professional performance and integrity. She has brought competence and devotion in serving the public to the positions of responsibility which she has held with the University of Michigan library, the American Library in Paris and the Grand Rapids Public library. She was the general who fought successful battles for better salaries and better working conditions for the staff members of the Grand Rapids Public Library.

On the state and national scale, she has worked consistently in many capacities. In the Michigan Library Association she has held a list of positions too long to enumerate. She was president of the association during one of its most dynamic and demanding periods, when the association sponsored the legislation creating the State Board for Libraries and authorizing grants to public libraries. She served on the State Board for Libraries for 8 years being chairman of the board in 1944 and 1949.

Mrs. Hagerman has also been active in the American Library Association over a long period of time. She has been a member of the Council and Secretary of the Trustees Division.

Mrs. Hagerman is truly a professional librarian at large. She gives new dimensions to the term elder statesman, for she is willing to serve in any job, no matter how large or how small. It is inconceivable that she will ever retire from her active interest in the library cause. In recognition of these and many other accomplishments and in appreciation of her as an outstanding member of the library profession, the Michigan Library Association presents her with an honorary membership.

ETHEL YABROFF — HONORARY MEMBER

Ethel Yabroff at this Conference has completed seven consecutive years of service on the Executive Board of the Michigan Library Association as Vice President, President, Past President, and M. L. A. Councilor to the American Library Association. During this period her enthusiasm, her insight, her clear thinking, her devotion to the interests of the Michigan Library Association and to the library profession have made a fine contribution to the work of the Executive Board.

Because of this service and the many other contributions she has made to the Michigan Library Association as conference chairman and through committee responsibilities, the Executive Board, under the authority granted it in Article III, Section 3 of the Association Constitution, is pleased to present Mrs. Ethel Yabroff an honorary membership in the Michigan Library Association.

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Charles Higgins, Conference Chairman and his capable committee chairmen and members.

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PRESIDENT'S REPORT

1960

Frederick H. Wagman

In the brief time that the President of this organization may claim for his annual report to the membership, it is difficult to do more than to attempt a condensed summary and characterization of the year's activities and to answer the question "In what direction is the Association moving?"

Foremost in importance is the question of growth of the organization, since in this time of national expansion it is essential that the State Association increase its membership merely to hold its own. It is with pleasure, consequently, that I am able to report to you an increase in our total membership to a new high of over 1800. Additionally, we can be proud of the rather astonishing total of 31 libraries 100% of whose staff members have joined the Michigan Library Association. I should like to think that the increase in membership this year has resulted not only from the activities of the various committees which concern themselves with membership and from the individual recruiting of our members, but also as a consequence of our attempt during the past year to organize and integrate the entire Association behind our broad program to improve public library service in Michigan. It has been a year of planning and stimulation, and of questioning. I hope we have succeeded in laying the groundwork for subsequent years of fruitful activity toward the achievement of our goal.

The State Plan

The basic question before the Association this year has been whether or not the State Plan for Public Libraries offers an adequate framework for an ongoing program of public library improvement and whether within this framework we can find the effective machinery to lessen the critical need which we symbolize year after year in the depressing statistics of adults and children in our state who are not served by public libraries. You will recall that last year this Association resolved to offer its "help to the State Board for

Libraries in proceeding with the working out of its plan for the best utilization of the library resources of the state, based on the facts which have been or may be revealed by . . . state studies."

In response to that resolution, the State Board for Libraries cooperated fully with our Association to bring its State Plan for Public Libraries before as many of our members as possible. The Sections and the Committees of the Association were encouraged to make consideration and discussion of the State Plan their first order of business and for the first time the District Meetings were given a united purpose and program by concentrating their activity on the State Plan. Participation in additional meetings on a regional and local basis throughout the year by a great many of our members furthered this discussion and made it clear that in general the proposal for voluntary organization of our public libraries on a regional basis to provide the machinery for cooperative and centralized processing and reference services, as well as for utilization of resources, would receive general approbation. It was made abundantly clear also that a great many aspects of the implementation of such a program are problematical or difficult and that from here on, the proof of this pudding will be in the demonstrating and doing. In short, we have reached the point where it would be advisable to begin dealing with these problems in fact rather than in theory and to set up the organization and procedure for a processing center and a reference center in one or more areas.

Essentially the State Plan is merely a proposal for the formal establishment of cooperative arrangements which are not new to libraries but which are too often honored in the breach rather than the observance. The notion that it may be, in itself, a panacea or complete solution for the weaknesses of public library service in the State of Michigan is of course as incorrect as is the faith that we can solve our problems on the basis of purely local activity. We shall

need not only organized cooperation based on careful planning, but changes in library legislation as well as additional support for public libraries from a variety of sources. None of these elements alone will suffice in the solution of our problem. We can hope that we have at least made a start toward achievement of the first significant element.

Strengthening The Association

The effort to strengthen the Association included a vigorous effort to involve the Trustees more immediately in its activities. Every Trustee was sent a copy of the State Plan and invited to attend the District Meeting of his choice. In addition a project of the Planning Committee, in cooperation with the Trustees Section and the Executive Secretary, led to the distribution of a questionnaire to all Trustees, designed to yield the information we need to help us involve the Trustees more closely in our program. So far responses have been received from trustees representing 176 libraries, and the information derived will be utilized next year by the Planning Committee. An effort was made also to give the Trustees a larger share in the planning and conduct of the District Meetings.

The effort toward self-improvement led also to the development and distribution of a questionnaire to the membership as a whole, the first endeavor of this sort that we have taken. 1560 such questionnaires were distributed in August and the information that we derive from them will aid the work of the Planning Committee.

For the activities of the Committees and Sections, many of which engaged in highly productive undertakings during the year, I must refer you to the October issue of the *Michigan Librarian*. I think if you have not already read them, that you will take considerable pride in the devotion and thoughtful activity given by our fellow members in performing the Association's business.

Legislation

We have long recognized that support for libraries in Michigan through State Aid as well as support for the

State Library and its program will be achieved when an interested citizenry make it their business to inform their representatives in Lansing of the need for modern library facilities and resources in the service of all our people. Our Legislative Committee, the Chairman of which will report separately, was extremely active during the year in its effort to achieve support for an increase in State Aid and in its activities in support of the extension of the Library Services Act. We have been fortunate in the membership of that Committee and in its Chairman, who has made a contribution of consequence to our thinking regarding the methodology of enlisting the help of citizens in each locality. In this connection also it should be mentioned that the Michigan Council for Better Libraries has been strengthened during the year. All its members have demonstrated their practical interest in our Association by becoming members of M. L. A. The Michigan Council can be of great assistance in developing grass roots support for the library program.

Not all of our efforts were directed toward the public library improvement program. The State Board for Libraries served as the instrument for the establishment of a joint committee on school library development, on which our School and Children's Section is represented. This broadens our base of influence and gives us additional opportunity to work for our programs in conjunction with other organizations that have similar goals.


In June the Association was represented at the 13th Annual Conference on Aging held on The University of Michigan campus. Our representative reports indication of growing awareness of the importance of libraries in many areas of service to the aging population and of the opportunity for libraries to act as centers of information for professional and voluntary workers in this rapidly expanding field.

I hope I may be forgiven if I do not touch on all developments of importance to our total membership or to individual units thereto, and if my report seems over-confident regarding the progress made during the year. To be

sure, that progress this past year was chiefly in terms of unification of interest and purpose, of coordination in thinking and planning. But I have the utmost confidence despite the doubts expressed at various meetings regarding the feasibility of such large scale planning, despite the many questions that have yet to be answered, that we will move next year and the next toward achievement of a more integrated, more efficient and stronger system of public library service and that in so doing this Association will grow in size, in strength, and in stature.

I cannot close my remarks without a word of thanks to the members of the Executive Board, to our able Executive Secretary, and all other members of the Association who came to my assistance repeatedly during the year to save me through their counsel from the consequences of my inexperience. I owe them a great debt which I am glad to acknowledge publicly. Nor do I think you will take it amiss if I remind you that the membership as a whole is indebted to all the officers and committee members who gave their time and energy to further the work of the Association.

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M.L.A. CONFERENCE RESOLUTIONS

Resolution No. 1 EXTENSION OF LIBRARY SERVICES ACT

Whereas access to books and information is necessary in order to maintain our place in a free and democratic society and to compete with other ideologies in educational development; and

Whereas the Congress of the United States by the enactment of the Library Services Act of 1956 recognized the importance of the extension of public library service to rural areas and authorized the annual appropriation of \$7,500,000; and

Whereas the State of Michigan has received nearly half a million dollars from the Federal Government since January 1957 to help bring library service to the 900,000 citizens of Michigan still without adequate local library service; and

Whereas the 86th Congress has appropriated the full amount authorized for 1961-62 and has extended the Act for 5 years after its expiration in 1961; therefore,

Be it resolved that the Michigan Library Association, representing more than 1800 librarians, library trustees and friends of libraries, at its annual conference at Lansing, October 21, 1960, respectfully tenders to the Michigan delegation in Congress its deep gratitude for their support of the Library Services Act and urges their continued active interest in library development.

Be it further resolved that the Secretary be instructed to send a copy of this resolution to each member of the Michigan delegation to the 86th Congress.

Resolution No. 2 STATE LIBRARY AND STATE AID FOR LIBRARIES

Whereas the State Board for Libraries is responsible for the development and

improvement of existing libraries throughout the State; and

Whereas the State Library is the means of implementing the policies of the State Board and has been seriously hampered in fulfilling its obligation to the citizens of the State by inadequate budget and inadequate building space; Therefore be it

Resolved, That the Michigan Library Association, at its annual conference at Lansing on October 21, 1960, does resolve that the budget requests as submitted by the State Board for Libraries are absolutely necessary to the satisfactory operation of the State Library and libraries throughout the State; and be it

Resolved further, That the Michigan Library Association, representing 1800 librarians, Trustees, and Friends of Libraries, urge the Governor and Legislature to appropriate sufficient money to finance the State Library and State Aid for Libraries budgets as submitted; and be it

Resolved further, That the Secretary be instructed to send a copy of this Resolution to the Governor, to each member of the Administrative Board and to each Legislator.

Resolution No. 3 SCHOOL LIBRARY STANDARDS

Whereas the access to a rich content and context for learning is the most important single factor in a quality education; and

Whereas the school library reflects the philosophy of the school and enriches all parts of the educational program; and

Whereas school library experiences lead to the use of other community resources and to the formation of a lifetime habit of library use; Therefore be it

Resolved, That the Michigan Library Association go on record as endorsing wholeheartedly the new STANDARDS FOR SCHOOL LIBRARY PROGRAMS published by the American Library Association in March 1960; and be it

Resolved further, That the Michigan Library Association urges its members to assist in their local communities with the implementation of these standards.

Resolution No. 4 MEMBERSHIP

Whereas the profession of librarianship can develop and receive recognition only through growth of the professional library associations; and

Whereas the Michigan Library Association since 1891 has promoted the welfare and advancement of librarians and libraries in the State; and

Whereas, through its legislative activities, State Aid has been established and maintained and Penal Fine funds protected; and

Whereas every library, librarian, and library trustee has benefited from the work of the Association and should give it their support; and

Whereas 31 libraries in Michigan have 100% membership of professional staff and trustees and institutional membership in the Michigan Library Association; Therefore be it

Resolved, That the Secretary send copies of this resolution to the libraries on the Honor Roll expressing the gratitude of the Association for their support; and be it

Resolved further, That all organized libraries in the State be urged to follow the example of these 31 libraries and support the Association by institutional membership and by providing 100% membership of professional staff and trustees.

Resolution No. 5 FRIENDS OF LIBRARIES

Whereas libraries need the active interest and help of citizens in their communities to achieve adequate financial support and to function effectively; and

Whereas Friends of Library groups aid in developing public understanding of the library and in making it better known to the citizens of the community; and

Whereas the Michigan Council for Better Libraries is encouraging the formation of Friends of Library groups; and

Whereas the State Library is prepared to give guidance and help in the organization of such groups; Therefore be it

Resolved, That all cities without

Friends of Library groups be encouraged to form Friends groups and to affiliate with the Michigan Council for Better Libraries; and be it

Resolved further, That the Secretary be instructed to send copies of this resolution to all members of the Michigan Council for Better Libraries.

Resolution No. 6 A.L.A. BUILDING FUND

Whereas the American Library Association is engaged in a fund raising drive to restore the endowment funds depleted in order to finance a new headquarters building in Chicago; and

Whereas it has requested the assistance of its chapters and individual members in this endeavor; Therefore be it

Resolved, That the Michigan Library Association pledges a total gift of \$1,000 to be given over a period of five years to the Headquarters Building Fund and urges its members individually to contribute to this fund; and be it

Resolved further, That the Secretary be instructed to send a copy of this Resolution to the Executive Director of the American Library Association.

Resolution No. 7 STATE PLAN FOR LIBRARY DEVELOPMENT

Whereas the recent study of library facilities throughout the State has revealed that nearly 900,000 people have either inadequate library facilities or none whatsoever; and

Whereas numerous state studies, including the present *State-Wide Plan for Public Library Service*, as well as the report of the American Library Association have recommended the creation of systems of libraries throughout the state as the most feasible way of providing adequate library service for all; and

Whereas it is the responsibility of the State Board for Libraries to promote improved library service throughout the State; and

Whereas at the annual conference in Flint on October 23, 1959 the Michigan Library Association resolved to

offer its services and help to the State Board for Libraries in proceeding with the working out of its plan; and

Whereas the majority of Trustee and Librarian Sections did at the Spring 1960 meetings endorse the concept of the State-Wide Plan for Public Libraries with some reservations and questions as to the organization and operation of the several processing and service areas; and

Whereas further discussion at subsequent meetings in the various Districts has not completely clarified all questions of operations and organization in regard to the State-Wide Plan for Public Libraries; Therefore be it

Resolved, That the Michigan Library Association, at its annual conference in Lansing on October 21, 1960 does endorse the general concepts of levels of service and systems of libraries and does hereby request the State Board for Libraries to proceed with its study of the Plan so that questions of operation and organization can be more clearly defined; and be it

Resolved further, That particular attention be given to costs of the proposed Processing and Service Area Centers for both the Headquarters and the affiliated libraries in each area; and be it

Resolved further, That the effect of the State Plan on the present distribution of State Aid and on the State Library's services to individual libraries be studied further and publicized by the State Board for Libraries at the earliest practicable time; and be it

Resolved further, That all Trustees and Librarians pledge themselves to aid the State Board for Libraries in further study and clarification of the State-Wide Plan and in working toward its implementation.

THE NOMINATING COMMITTEE requests you help in suggesting names for consideration as candidates for office in 1961-62. Offices to be filled are: First Vice President (President-elect); Second Vice President; Secretary; Trustee Member-at-Large. Please send suggestions to Mrs. Arthur Yabroff, Chairman, 20123 Appoline, Detroit by December 20.

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OUR CONFERENCE SPEAKERS SAID

FROM THE EDITOR

In order to present the edited talks of our conference speakers, the following columns will not appear in this issue: Muster, Of Interest, Index to Advertisers, Honor Roll and Trustees' Corner.

A CONTRADICTION IN TERMS

ERIC MOON, Editor, *Library Journal*

The title is taken from *St. Joan*, where Shaw says: "How can what an Englishman believes be heresy? It is a contradiction in terms."

The first major contrast between the public library systems of the two countries is in their organization, legislation and control. This is not altogether surprising—one does not seriously expect U.S. Steel and the village blacksmith's shop to be organized in quite the same way. Let me remind you that England, for all that she is still one of the "Big Four", is smaller in area than Michigan.

In a sense the British pattern is delightfully simple. All public libraries are provided under one body of legislation, the same series of Acts of Parliament. They are governed by committees appointed by and responsible to either municipal or county councils. So there are, in effect, only two kinds of public library—county or municipal—providing service respectively to rural and urban areas.

If the arrangement is simple, it cannot also be said that it is either very tidy or wholly successful. To quote Lionel McColvin, one of the greatest British librarians who surveyed the whole of the public library scene in the forties, it is not "an administrator's ideal." At present, some 560 independent authorities provide library service for areas with populations ranging from less than 200 to over a million. Only about 50, however, serve populations under 10,000. But many county systems are less effective than they might be because some of the best potential regional centers are independent authorities; there is little coordination between independent towns and sur-

rounding county districts; and much duplication of service where county headquarters are situated in towns with their own libraries.

In one respect the British system has reached a goal attained by no other country in the world. Today there is virtually complete library coverage, and some kind of public library service reaches everyone in Britain except 30,000 eccentric Welshmen who live in a town called Mountain Ash, which persists in retaining a 19th century anachronism called a miner's institute.

The outsider, looking at the incredible complexity and diversity of the American library scene, sees not so much a pattern as a holocaust of confusion. Britain, with 560 library systems, thinks it has too many. America has about 7,500. It is not, in fact, to the outsider alone that the situation looks complex. In the Public Library Inquiry, Robert D. Leigh said: "It is impossible to describe the typical American public library," and again, "The United States has a multitude of libraries, some of them major institutions, but it has no library system." Your own proposed state plan, like those of several other states, is an attempt to impose order upon what can only be politely described as an inefficient mess. It seems axiomatic that some sort of over-all plan and pattern, at least within each state, will bring not only better service to many smaller places, but will bring you much nearer the goal of complete coverage.

As they stand, both the American and British patterns are full of imperfections, yet each has advantages over the other. The loose American "system" (for want of a better word) often seems to offer more scope for imaginative solutions to difficult problems. With so many escape hatches it is easier to dodge the habitual reactionary who uses as his gospel text: "It can't be done,

the legislation doesn't provide for it." A further advantage of the American system — though this may be more a tribute to the librarians who have fought successfully for it — is that it has brought about increasing participation and aid from both Federal and State governments, something which the inflexible local parish-pump politicians in England (including a number of librarians) have resisted solidly for several decades. It is time that someone nailed the lie that all things are done best by the *local* authority, and destroyed the bogey that any assistance or "interference" from a central authority is a step along the road towards the death of democracy.

A major disadvantage of the American lack of uniformity is that it has made the attainment of decent general standards much more difficult than in England. And this despite the profession's preoccupation with standards, which American librarians appear to produce and reproduce with the facility of rabbits. There are more superb public libraries in the United States than in any other nation. There are, quite as undeniably, hundreds at least which

are more appalling than some of England's worst.

Standards Only Mean Something — When Backed by Action

I could talk for a long while about standards, but at this point there is only one comment I wish to make. They are useless unless they are imposed. That's a rougher word than some will like, but whether they are imposed gently or otherwise, standards only mean something when backed by action. The two most effective methods of imposition seem to me: 1) through a strategic system of grants from above (as New York State is doing now); and 2) through direct legislation, which is what is being attempted in the recommendations of the Roberts Report in Britain. This seeks to force a smaller authority to become part of a larger unit in cases where it fails to prove its ability to provide the economic wherewithal for effective library service.

The blanket coverage which has been achieved in England, in spite of permissive legislation, is an indication of the degree in which public libraries have

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been accepted by the public as an essential service.

The Public Library Inquiry recorded that more than a third of the nation's population was not reached by public library service. In ten years the position has improved, of course, but last year there were still 25 million people without library service, and another 21 million receiving not much more than an apology for library service. There is no question but that geography presents a major problem here, but if it is not fair to make comparisons with Britain in this instance, it can certainly be said that Scandinavia has done better than America in public library coverage, and their problems of area in relation to population are quite as severe. I think the real trouble is that library service in America has for too long been city-centered, and there are millions of people who have never had the opportunity to become convinced that library service is an essential factor in *their* lives.

Single Most Important Event — Library Services Act

In this respect, if I were asked to name the single most important event in the American library world in the last fifty years, I would offer my vote without hesitation to the Library Services Act. This has not only brought new or improved service to some 30 million people in three or four years. Much more important is the impetus and encouragement it has given to state and local agencies to provide more support. Since 1956, state funds for library service have increased by 54 per cent, and local funds by 45 per cent. And perhaps equally important, LSA has prompted more constructive thought and movement towards cooperation and the formation of larger units than any other previous piece of library legislation.

With about one-third of the American population, with well under one-twelfth the number of library systems, British public libraries achieve approximately the same total circulation as their American counterparts, in the region of 400 million per year. Moreover, this use-gap does not appear to be closing very fast. John Wakeman, my English colleague and friend who now preaches from another American library pulpit, recorded in a *Library Trends* article in

1958 that "the circulation of the average city library in England has risen by about a quarter since 1939, and the over-all average is 56 per cent; in American cities, the increase over the same period has been about 5 per cent."

I was frankly sceptical about these figures. But I found, to my amazement, on checking Unesco's *Statistics on Libraries*, published last year, that public library circulation in the United States decreased by more than 30 million between 1939 and 1950, and the circulation per capita declined from 5.26 to 3.37 during the same period. It has been climbing steadily since 1950, but in 1956 (the last year for which I have such a breakdown) the per capita figure was still a lot lower than in 1939.

What are the reasons for this colossal contrast? — and this is one occasion where that Hollywood-debased adjective is merited. I don't really know. It may be attributed to a difference in national character — the British bookworm who works and drinks tea from 9 to 5, and stays home evenings; the American, full of get-up-and-go and love of the great outdoors, who works hard and plays hard by day and by night. It is possible to trot out the somewhat worn theme that while the Englishman reads books, the American has his time cut out to cope with mammoth newspapers and the flood of magazines which engulfs him at every street corner, in every drugstore, supermarket and turnpike lunch counter. One can look for the reason in the educational systems (a battered whipping boy), but I do not believe the answer to be there. In my opinion education in England since the last war is quite as sick as it is here.

Lionel McColvin, wondered "whether . . . one of the reasons why less than half as many books per head of population are borrowed from American libraries, compared with British, is not, in part, because too many Americans regard the public library as a purposive, improving institution."

Libraries Should Be Places of Delight

McColvin's conjecture may be nearer the truth than any of the more facetious ones I have mentioned. My own feeling in this matter was stated succinctly in the August issue of *Lj* by our book review editor, Margaret Cooley. She said: "I cannot agree that libraries are,

or should be, exclusively places of learning. They should be also, and just as importantly, places of delight."

An example of the "purposive, improving" direction of American libraries is the subject departmentalization that is increasingly overtaking the larger libraries. I know of no completely subject departmentalized public library in Britain, though unfortunately, one or two have taken large strides in this direction, e.g. Edinburgh and Liverpool. On the whole it is an idea which has met with more than the usual resistance, however, and I believe the reason is that most English librarians are inclined towards the view that the larger proportion of readers do not come into a library to find a specific title or track down a specific item of information or research a special subject, but because they wish simply to browse among books—books of all kinds—until some chord is struck, and author and reader effect a liaison. On such occasions, for that reader, the library does become a "place of delight." In short, I believe (and perhaps I should not commit other British librarians on this point) that the majority of public library readers, or potential public library readers, are book-centered rather than subject-centered.

I recognize the objective in having subject departments, and concede that for one type of reader (or information seeker) they are usually more efficient. My case against the library divided in this way, you might say, is more emotional than practical. It may well be, and I would not think it the weaker for that. Libraries should encourage relaxation in a too tense world, understanding and imagination in a world where the one is in short supply and the other frequently suppressed from birth. Against the background of this belief the subject-departmentalized library appears to me the acme of cold, dehumanized, utilitarian efficiency. When I want an answer such a library will usually satisfy the need, but a library should be a place to look for questions as well as answers, and for the imaginative explorer the shattering of the book-stock into subject departments does little but increase the frustrations. I must know whether my author (if I have one in mind) be considered by the librarian—or worse, the cataloger,—to be

scientist or humanist, philosopher or historian, before I can pursue him to the appropriate department. And if I wish to make acquaintance simultaneously with a group of nineteenth century contemporaries I shall find them inexorably divided by the inflexible demands of the twentieth century. Mill, maybe, among the philosophers, Darwin perhaps not too old-fashioned to live still with the scientists, but where shall I find Sydney Smith? I shall be driven to the catalog, a librarian's toy but a sad substitute for browsing among books.

What of the buildings themselves? Here, without question, I would have to vote for American rather than British libraries. For several months now I have been gathering material for LJ's annual architectural issue. I am still staggered at the number of new libraries springing up all across the country, and impressed at the enormous sums of money put into them. There are, of course, exceptions, but my general impression is that the new libraries here are handsome, individualistic buildings, modern, airy, comfortable, and often as functional as they are beautiful.

The library building situation in Britain is a dismal, shameful one. The truth is that while library authorities here have been lavish with the almighty dollar for building purposes, in England they have been positively parsimonious with the not so sterling pound. At the Library Association conference in 1958, George Carter, the eloquent chief librarian of Warrington (in darkest industrial Lancashire) took up arms against a legion of "unsuitable, outdated and woefully inadequate . . . central libraries . . . to say nothing of the makeshift headquarters used by so many county authorities." He revealed that, of 344 library services he checked, 78 per cent of the central libraries were over 50 years old, 25 per cent were between 12 and 50 years old, and only 1.4 per cent were postwar. I do not doubt the figures, for I only know of three major central libraries built since the war, and two of these have been completed in the last six months.

What is worse, Carter revealed also that while local authorities had spent about 30 million dollars on building since the war, only about 5½ million dollars of that had been for public libraries. 241 new library buildings had

been erected, one third of them pre-fabricated, and the average cost worked out at not much more than \$20,000 each. You can imagine that few look like buildings to be proud of.

The Three B's of a Library

At library school I learned that the three essential elements of a library were books, brains (staff) and buildings, and that the least essential of these was the building. The British have apparently interpreted "least essential" too literally, but in general I think the statement holds good.

Let us take a brief look at the number one essential. What is the book situation in American and British libraries? In terms of *expenditure* on books, there isn't much in it. Public libraries in America in 1958-59 spent about \$34 million on books; in the same period British public libraries spent about \$12 million. Based on total population, this works out to around 20¢ per capita in each case. If anything, the figures slightly favor the British libraries, since

books are so much cheaper in England.

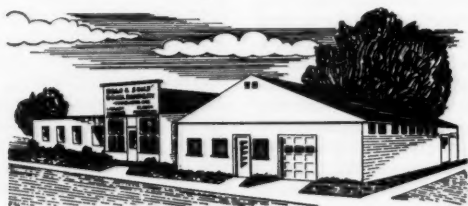
What is perhaps more relevant is the emphasis given to book expenditure in relation to total expenditure. American public libraries spend in total a vast amount more than their British counterparts, but while British libraries spend a quarter of all they receive on books, American libraries spend only about 15 per cent. One major reason for this difference lies in salary expenditures, which account for about 67 per cent of the total here, and only about 40 per cent in Britain. I am certainly not prepared to argue against adequate salaries for librarians, nor to deny that British librarians are atrociously underpaid, but I do feel strongly that book expenditure should not be the victim in the fight for better salaries.

Quantity or Quality

In the final analysis, however, it is not quantity that matters so much as quality when we are talking about book-stock. I wonder, in fact, as Norman Cousins wondered recently in an article

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in *College and Research Libraries*, "whether the fascination with numbers ought not to be subdued somewhat where books are concerned."

"The value of a library," claimed Cousins, "is no more represented by the number of volumes it houses than a book by the number of its pages. It is what happens to people inside the library that counts and not the yardage of the catalog cards."

There is an alarming tendency, more prevalent here than in England, for some libraries to adopt completeness as a prestige factor, and some of them, like indiscriminating magpies, will pick up every book or manuscript they can lay their hands on, regardless of the worth of the document. It is happening in England too, where Liverpool is one example of a city, jealous of London's dominance and prestige in the world of culture, that is trying to build its public library into something of a British Museum for the north of England. This foolhardy trend is perhaps more evident here in the wealthy university libraries than in the public libraries, which by comparison with their academic brethren, are paupers.

There has been much printed evidence in recent years to suggest that all is not well with book selection in American public libraries. To be sure, book selection is made much of here. It is a process in which many staff members are involved, and elaborate checking procedures are frequently employed. The amount of time spent on it is a proper tribute to its importance, but in the end book selection is good only if it is backed by book knowledge and by personal belief and faith in what is good and lasting. The Fiske Report, Miss Bendix's paper on "Book Selection Policies and Problems in Medium-Sized Public Libraries," and Dorothy Broderick's recent article in *Lj*, are only three examples that lead one to suspect that book selection in many libraries is guided not by belief and knowledge but by expediency. Choose the innocuous (even if it is worthless) rather than the substantial if the latter is likely to arouse one of the many pressure groups in society — this appears to be an alarmingly widespread philosophy. Book selection practices so based are not only unprincipled and cowardly but, in the long

run, constitute a serious squandering of public money.

A Curious Anomaly

The greatest contrast between American and British librarianship is in the field of work with children. This seems to me at once the greatest success of American librarianship and the most neglected area of public librarianship in Britain, yet this very contrast brings to light a curious anomaly.

The findings of a survey carried out by the Youth Libraries Section of the (British) Library Association a few years ago confirmed that — while the service given by a few authorities left little to be desired — the over-all picture was depressing in the extreme. One in three libraries provided no reference books for children, one in four organized no form of extension work, nearly half did not operate any form of school service, and specialist children's librarians were available in little more than a third of the libraries. I do not have authoritative figures on this but, based on my own experience, my feeling is that children's books cannot account for more than 15-20 per cent of total public library circulation in England.

On the other side of the coin, the greatest effort which has been made by public libraries in America is in the provision of services to children and to a more difficult group now christened "young adults." Disregarding the latter, in many American libraries about 40-50 per cent of total circulation is to children, and in some places, it is considerably higher. If circulation to young adults is included, it becomes obvious that public libraries are devoting a major part of their resources to serving the youth of America. The children's librarians themselves often seem to be the only members of the profession regarded as experts in their field by those outside the profession. They have a status all their own, and they have gained it in the only way possible — by knowing their public, their books and their job.

For the first time I appear to be throwing compliments about indiscriminately. But I have come to the paradox — the anomaly I mentioned just now. I think we would all agree that work with children is not an end in itself. If it is completely successful it should be build-

ing a future nation of adult readers and users of libraries. This, then, is the paradox. American libraries devote a major part of their energies and resources to work with children, yet appear to lose them when they become adult. British libraries shamefully neglect the child reader, yet he comes back to the fold when fully grown. Why? I don't know the answer, but the question is an intriguing one, and I suspect that in its solution lies a philosophy librarianship is in need of.

A Look at American and British Staffs

The only one of the trio of B's—books, brains, buildings—I have not discussed, is the human element, the brains or staff. This is deliberate—it requires a paper unto itself. There are the obvious surface differences in American and British librarianship: the division of the staff structure and duties into professional and non-professional, common here but almost non-existent in England; the differences in education and training, professional and otherwise; the greater numbers of staff apparently required here, and the better salaries they receive. But these are all subsidiary factors. Performance is what counts—performance with books and performance with the public. I will, with time against me, chance only one impression. It is that American librarians perform better with the public *outside* the library, with community groups, with politicians, with those who control newspapers, radio and other media, with other professionals—and this is one reason why American libraries are better supported financially. British librarians, on the other hand, are better, I believe, with the individual reader *inside* the library, and this is perhaps one reason why British libraries are more used.

American and British librarians have much to learn from each other, but we do not know nearly enough about each other's methods. How many librarians see, or regularly read, any of the British library periodicals? I know that the circulation of American library periodicals in England is dismally low, and I suspect that the reverse is equally true. Exchange programs have helped a little, but the present trickle would have to become a flood if we are to know enough

about each other's mistakes and virtues, so that we can learn from them.

The position is improving, if anything, faster in Britain than here, mainly because so many of the new library schools there have been headed by American-indoctrinated teachers. There are English librarians who consider this a bad thing, but we have always had our Colonel Blimps. I am glad that so many of the younger British librarians know so much more of American methods, and that they are prepared to look beyond their own shores for answers to common problems. I hope that American librarians are also becoming less insular, but some of the library school teachers I have heard and read, who seem to know pathetically little about British librarianship, inspire little confidence in this direction. Hence this blatant piece of propaganda, which could be boiled down to one sentence:

American libraries are good, but they are not perfect: British libraries are



WHEN BUYING BOOKS

PRIME CONSIDERATIONS FOR PREBINDING ARE DURABILITY AND ATTRACTIVENESS OF BOOKS

So states Mrs. ———, Head of Children's Services in a large Southwestern Library. And she follows: "I should like to urge the acceptance of the New Method bid for the library's contract" because "wise library practice demands that these books be bound to withstand continuous and hard usage."

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GOOD LIBRARY SERVICE FOR ALL— A PUBLIC NECESSITY AND A PUBLIC RESPONSIBILITY

CHARLES F. GOSNELL

State Librarian and Assistant Commissioner for Libraries, New York

In these days of super organization, cold-war, high pressure advertising, and countless 'isms, I think it is particularly fitting that you have shown your faith in the future of man by being librarians or trustees of public libraries. Our public libraries are becoming the last refuge of the individual—the man or woman who wants to do his own thinking; the individual who has sense enough to plan his own program of study, without taking a "course"; the fellow who doesn't believe all the columnists and commentators, but who wants to go to original sources and get the facts for himself.

The eye and the printed page are still quicker and more effective than the ear. Nothing yet invented can replace books and libraries—not even television.

A lot of people are worried. It seems to combine all the benefits of radio and movies. But television, at least as it now appears, is not going to take many serious readers away from our public libraries. Circulation of light fiction may drop, but the serious use of reference books is not affected.

Books Are Powerful Weapons

Let me remind you that books are among the most powerful weapons of war. They do not destroy people and buildings, like bombs, but they do shape our minds. Long before the dictators begin to drop bombs, they begin to burn books, and to draw curtains across the bookshelves. In your library and in all our libraries, we have copies of some of the books that have been burned. One way to help fight the never-ending war of ideas is to read these books and to tell others about them. We are arming

ourselves for the intellectual battles of the present and the future, for our way of life. *I believe that the clash of ideas is the greatest fight we shall wage in the years to come.* Even now we are at it.

Any Book, Into Any Hand, Any Time

I propose a slogan upon which we ought to set our sights. It is a goal we can imagine or understand, it is tempting, it is simple, it will be hard to reach, but it certainly is not beyond modern technological potential. It is

ANY BOOK, INTO ANY HAND, ANY TIME

What is there about books and the knowledge they contain that should not be as convenient and free to us as the air we breathe? What is there that could not be accomplished, or accomplished better, with such resources?

ANY BOOK, INTO ANY HAND, ANY TIME

We are going all-out to put any missile into any place at any time. Why not books? What have we to gain from a scarcity of books? What are we doing to break the multitude of road-blocks between the reader and the books he wants and needs, the books he needs but does not know about?

When I use the word "book" I use it in the generic sense. I mean "library materials," books, pamphlets, magazines, maps, prints, pictures, motion picture film, microreductions and similar things. I am even willing to include punch cards, magnetic tapes, drums, discs, and all the apparatus of that new witchcraft known as "information retrieval."

Our word "library" is a much abused word. We are in danger of losing control of it. A lot of people think of a library as a place of borrowing instead of a place of knowledge. That is why we have service clubs operating "toy libraries." I even know of a college that set up a "library" of foreign students, to be lent on weekends to hostesses looking for something new to report to the society columns.

A "book" is a handy and familiar physical object, but essentially it is a convenient package of information. I know of some motion picture films that are better books than books, if you want information. In the State Library

in Albany we have hundreds of books on Indians, many of them very rare and costly. A reader can apply for such a book costing a hundred dollars or more, take it to his desk for consultation for the day, if he wants.

Yet the best package of information on Navaho Indian sand painting is a motion picture film. This film captures and transmits the beauty of motion and color as no book can. When a reader wants to know about sand painting must he wait for an adult education expert to gather a discussion group to view the film? Or can we put it in a viewer, as we do microfilms, and let the reader go at his study? Thus when I use the word "book" I want you to think of content, and not merely physical format.

I feel strongly that we have erred in emphasizing our techniques rather than our resources. What power we have stored up, and what an obligation we have to make it available through every device.

Cooperation With Adequate Public Support

Any book, into any hand, any time. That certainly means any library, any place, any time. And this surely means and requires interdependence or co-operation with adequate public support. Our interdependence springs from the great common denominator of books and knowledge. And, we might add with some regret, our interdependence is forced upon us because none of us have libraries with sufficient income to be independent. Interdependence is basic in modern life. Our life is becoming one vast complex pattern of "distribution." People are demanding "on-the-spot" outlets, backed up by pipelines from great central reservoirs.

No longer can we afford to depend upon purely local supplies of electric power. Great central generating plants send out their power to sub-stations, whence it is transmitted to local communities. These transmission lines are not simply direct connections but are set up in networks, and loops, so that a load dropped by failure in one line is immediately picked up by another; so that the threat of overload on one station is relieved by another. We must get our public libraries out of the "corner-grocery" pattern and into the

"super-market" age. Interlibrary loans must cease to be a ritual and become a continuous flow.

New York State — 3 Levels of Distribution

In New York State we like to think of three levels of distribution, or three levels of book service. These levels are based upon the intensity of demand and on availability or accessibility of material.

1. *The first level is the local community.* Here must be the common dictionaries, encyclopedias, and similar reference books in frequent demand. They must be within easy reach of the reader. They are used so frequently that many copies are needed for simultaneous use throughout the state. Likewise, the newer publications such as technical books, biographies, books on current economic and social questions, and others in heavy demand, are so frequently used, that hundreds or thousands of copies are necessary for use throughout the state. Naturally these must be spread through local outlets.

2. *The second level or category is that of less frequently used material.* These are books which may be older, or more difficult. One or two copies may meet the demand efficiently in each big city library or in each multi-county or regional system.

3. *The third category is that of books in even lesser demand,* or of books so rare or costly that many copies cannot be available. Of such books one copy, or a few copies, strategically located, will serve the entire state.

What are the practical ways in which we are trying to meet this demand and make these books accessible? These problems have been and still are being given intensive study in New York State. Nearly three years ago we published the report of the Commissioner of Education's Committee on Public Library Service. As a result of this report many important changes were made in the library laws of the state and the amount of state aid to qualifying library systems was increased to a little over 30¢ per capita, plus matching for an additional 20 cents for expenditures for books. In the coming year our budget for state aid will be over 8½ million dollars.

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Practical Ways to Meet The Demand

1. We deem the local service to be a local responsibility. The local community must maintain the building and provide the staff, as well as the basic books. The localities are better able to do this because of the backing which they get at the other levels.

2. Service at the intermediate level was also carefully considered by the Committee. As a result of their recommendation, direct state aid is available to systems to help local outlets and to provide reservoirs of books for system-wide use. Help is provided so that every system will have a central collection of at least 100,000 volumes.

The State Library has ceased to be available to fill gaps in local or system service that are defined as responsibilities at those levels. This is without regard to whether or not a local system has been organized. Service from the State Library must not be a palliative or a deterrent to organization of good local service.

The logic of operations at these two levels is as compelling as simple arithmetic. We have a number of town or village libraries serving a thousand persons or less, sometimes less than five hundred. None of these can afford books in much variety. Many good books will not find many readers in such a small community. If a new ten dollar biography only gets two readers in the course of a few years, its cost to the library is five dollars per reader. If the book is in a pool, to be moved on after the two readers have had it, and goes to twenty readers, the cost is down from five dollars to fifty cents, and ten times as many people have had it.

3. Rare, expensive, and infrequently-used materials are available from three principal sources: (a) the State Library, (b) the larger public libraries, especially the New York Public Library, and (c) special or semi-private libraries, such as the universities, and the Morgan Library.

Theoretically the State Library has equal responsibility to all parts of the State. In fact, however, its service is practically limited to that half of the population outside New York City. By reason of geography, and by reason of restrictions on circulation, the resources of the New York Public Library and

of the semi-private libraries are limited to New York City. So heavy is the demand in New York City that facilities there are already under severe strain. Several libraries up-state, notably Cornell University Library, share the up-state burden with the State Library.

Our operation in this category has been largely based on tradition, informal agreements, and guesswork. We have established a new committee which, with the assistance of the Division of Research in the State Education Department, has begun work on what will be a comprehensive survey of the research and reference needs of the entire state, of the present means of meeting these needs, and of proposals for reorganizing and improving the pattern of this service.

Background of the New York Plan

You have heard me refer to "library systems," without defining them. I want to tell you about this new miracle of library organization, how it got started, how it is spreading so rapidly, and what it is doing.

Fifteen years ago, with the help of Louis R. Wilson, E. W. McDiarmid, Dorothy Canfield Fisher, and numerous others, we embarked upon the formulation of a new program of library service. This conclusion was that, if all the citizens of New York State were ever to get library service, and that in adequate form, it would be necessary to organize units of service at the intermediate level. Thereby the local libraries, especially in the rural areas, would have access to enriched resources in large pools of books, and help from professional advisers stationed nearby. These units would have to be large enough, or rather be based on an area or population large enough, to support an efficient operation. We judged this population to be 200,000. Thus it would be worth-while to maintain a large pool of books with a wide range of choice of titles, and to operate centralized processing on an assembly-line basis.

Thirteen years ago the first such unit was opened in Watertown, N. Y., up near the St. Lawrence River, to serve three counties, Lewis, Jefferson and St. Lawrence. It was established as a branch of the State Library on an experimental basis. It was welcomed by the county authorities in the three coun-

ties, but it had no organic connection with them. It crossed county lines painlessly. Its service was strictly wholesale to over sixty local libraries in that area, on a take-it-or-leave-it basis. It was our plan to develop contracts for service in other areas of the state, such as New York City, with the libraries already organized there.

Stumbling Block — County Government

This plan did not prove popular with the large libraries, and as an alternate a new formula was developed. It provided state aid to county or multi-county library systems. Nobody was surprised when it developed that the New York Public Library, the Brooklyn Public Library, the Queens Borough Public Library were in a multi-county system, and all ready to receive the aid. (New York City is technically composed of five counties). Soon the libraries of Buffalo, Schenectady and Elmira found themselves supported by county instead of city authorities, and with slight extensions of service, ready to qualify for the aid to county libraries. Soon Rochester and Monroe County, together with adjoining Wayne and Livingston counties, organized. Up north, Clinton and Essex got together. Here the movement came to a virtual halt, with over a quarter of the state's population, and the greater proportion of its area still unorganized. The stumbling block appeared to be the county government, and the boards of supervisors. I could spend hours discussing this.

Two years and a half ago the library law was amended to permit local libraries to get together and organize their own systems, by-passing the county governments. Now it is possible for libraries in a natural service area to get together, organize their system, and qualify for state aid directly. Of course their plans of organization and operation are subject to initial approval and continuous scrutiny by the Library Extension Division. The important thing is, that in a fashion somewhat analogous to the formation of centralized or consolidated school districts, the Regents of the University of the State of New York may charter cooperative public library systems, unlimited by county lines. As a result, fourteen new systems have been

organized and all but 6 of our 62 counties are in, with 90 per cent of our population in service areas.

Parenthetically it is my observation that in many respects, the county is the most obsolete, inefficient, and unresponsive form of American government. Why we, as librarians, should tie the future of our public library service as a tail to such a faltering kite I shall never understand. I have quit asking the question at professional meetings because it seems to stir up too much excitement.

Into these systems we are trying to tie local libraries of all sorts. One of the most successful cooperatives for many years has been the Westchester Union Catalog. Yet the Westchester county authorities always blocked any further development, and one or two have called it "creeping socialism." Now the cooperative system has been organized under the new law, taking over and continuing the catalog. Represented in it are many special libraries, and a few college libraries. They have done a marvelous job of giving great mobility and usefulness to every library book in Westchester.

Books Must Reach Readers Quickly

The basic characteristic of complete and efficient library service is that the location of books be readily known, and that there be a fast and efficient system for moving books from the shelf to the reader, wherever he may be. Actually we are trying to annihilate space and time.

As one contribution to this objective, the New York State Library has reverted to the old book-type catalog of its holdings. We are printing our catalog with abbreviated author and title, publication date, and classmark, in volumes that look much like telephone directories. These catalogs are not monuments of bibliography any more than telephone directories are biographical dictionaries. Every library in the state is getting copies. We are issuing supplements every two years, and hope to have new volumes incorporating all cumulations every seven or eight years. Thus the information about our holdings is available almost instantly. And if the reader needs the book in a hurry or wants to make further enquiry, we are developing a tele-

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type network across the state. Several systems are processing their interlibrary loan requests this way. A half-dozen college libraries have connections which they use frequently.

Look Into The Future

Why must dozens of public or village libraries across the state retain old magazines and obsolete monographs in the expectation that they may be used once every year or two? Given the facsimile network, or the super-micro black box, we could give the reader an adequate copy almost as quickly as he could find it on the library shelves. No time would be lost, much valuable space would be saved, and the variety of material thus instantly available would be tremendously magnified. There would be no problem of delivery or mailing, no charging and discharging. He would be approaching that millenium of

ANY BOOK, INTO ANY HAND, ANY TIME

Of course I do not propose this as a substitute for a good collection of quick-reference dictionaries and encyclopaedias, for best sellers and books in heavy demand.

I am anxiously awaiting the advent of a system of facsimile transmission, reasonable in cost, and simple in operation. For years our newspapers have had systems of transmitting news photographs by wire. The Western Union now transmits telegrams in facsimile. By television millions of images from that film euphemistically called "Kinescope" are daily tossed across the air to our homes and offices.

But it certainly would give substance to our claims that with proper support we can achieve far greater economy and efficiency. As librarians, devoted to books, we must not forget that we have much to gain in the field of public relations and even practical politics. A new legislator, coming to the capitol for the first time, will be favorably disposed toward the state library if he is used to good library service in his home town. Conversely, a legislator who gets good service from his state library is already conditioned to the need for good library service throughout the state.

No one mind can begin to remember, or even have passing familiarity with all the knowledge and thought that is

current today. It is inescapable in modern civilization that we put what we know and think, into handy packages, such as books, pamphlets, magazines and films. We then organize and store these in libraries. Our library systems are then the collective memory or brain of our civilization. Without this means for storing and making information available, I believe our civilization would soon be in danger of collapse. Certainly the research by which we advance, can not be done in test tube alone.

Similarly no one individual or small group can acquire, support and operate a sufficient collection of books for its needs. Libraries are essentially great cooperative enterprises, in which we pool our resources to gather material in such great quantities, that we are all the gainers.

Library Systems Are Essential

Thus I conclude that our library systems are not only essential to the survival of our culture and our very lives, but are also economical.

Libraries must no longer be thought of as public charities but as public necessities, deserving of full support in these prosperous times.

To the extent that libraries represent some of the higher values in our life today, they seem to represent less tangible values in what many believe to be a materialistic age.

I will not burden you with statistics on what people spend on liquor, smokes or chewing-gum, compared to libraries. And think of what we spend on highways, jet bombers and H-bombs, and missiles. Surely no one can contend, that in this age, we can not put a larger portion of our national income into libraries.

Look what goes into education—and I do not begrudge these sums—unless we consider it a waste to teach boys and girls to read, bring them to the point where they can live more useful and better lives through reading—and then fail to supply the reading!

Every house that is wired for electricity needs a source of power to justify the wiring—to fill the house with that life which electricity brings. Every educated mind needs an adequate source of reading material. What a great waste, what a public scandal, not to supply good library service, on as

broad and grand a basis, as electric power! *The human mind is our greatest resource today—it must not be left in the dark, or inactive for want of that power which comes through our libraries.*

THE STATE PLAN AND ADULT EDUCATION

LESTER ASHEIM

Dean, Graduate Library School, The University of Chicago

"The State Plan and Adult Education" is an accurate description of my topic, and I base my remarks on the following assumptions:

- 1) That adult education embraces all aspects of adult learning, and most particularly those informal aspects of adult learning which are initiated by the individual himself, and pursued at the pace and the level which he himself determines.
- 2) That the library is the best agency to serve the needs of those adults

who are motivated on their own initiative to increase their knowledge on almost any topic.

- 3) That, therefore, any step taken to improve library services to adults is an important contribution to adult education. And
- 4) That the current trend toward state and regional systems is one of the most promising steps toward the improvement of library services to adults.

Take, for example, the basic definition I proposed in my first assumption: "that adult education embraces all aspects of adult learning." This is an extremely broad and all-embracing approach, and one that is considerably more diffuse than Adult Educators (with a capital A and a capital E) usually like.

The broader definition is justified, I think, because our point of reference is the State Plan, and the State Plan is concerned with the entire range of library services and activities. If we wish to find the most general and overarching purpose which informs and jus-

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ifies everything librarians do, it can be summed up best, I think, in the purposes we call "educational". Not education in its formal sense, with the teacher in authority, the classroom as the arena, and the lesson plan as the schedule of targets; but education in its informal sense: as a process in which an individual, with the assistance of another individual or group or through his own efforts, purposely gains knowledge, develops abilities, and acquires attitudes. Our concern is with this kind of education when it is the librarian and the library with whose assistance the individual seeks these ends.

Library Concepts are Cumulative

That this is the popular view of the library's major function can readily be seen in the status the library enjoys in our society. The American public library is a tax supported institution. The use of public funds for its support can best be justified on the grounds that the library is a *social* agency, serving broad, democratic purposes beneficial to the whole society. And these purposes are served primarily through the special kind of *educational* experience that the library makes possible. This has been so from the beginnings of the library movement in America, and while we may have changed our concept of the ways in which the educational aim can be attained, we have never changed the objective itself.

The first libraries provided books. In those romantic days it was the belief of librarians, educators and reformers that if the books were merely made available, the reading of the books would automatically follow. Thus to build collections was the aim: books provided meant books read, and who could ask for anything more? But by the end of the 19th century it was becoming clear that the librarian had some responsibility beyond the passive provision of books. More active promotion became the rule; not just bringing in the books, but bringing in the readers became the new responsibility. From this more dynamic concept we moved to an even more dynamic one: not merely bringing the readers in; not merely bringing books and readers together; but the active promotion and initiation of programs which would

stimulate wider use of books and help to introduce them to those who might not come in on their own.

Now notice that the concepts were cumulative. When a new concept came in, it was added to those that went before, but did not replace them. Thus when we speak of Adult Education activities we cannot limit our consideration merely to the latest of these. Adult Education is served by selection and organizing of book collections just as much as it is by discussion groups; by reference services just as much as by film forums; by subject headings just as much as by special reading lists. We did not give up buying books when we decided to go to look for readers; we did not stop looking for readers when we began to initiate programs. All of the previous means were retained, while we added new and broader experiments. And in each case, the new step was introduced because we thought that it would serve even better to promote the original ideal: the informal education of adults. The means have changed and multiplied, but the end remains the same. So if you believe in libraries at all, you must believe in Adult Education. Except for some very rare and special instances, the library is, both in theory and in practice, consciously or not, an agency of the kind of Adult Education we have here defined.

There is Nothing New Under The Library Sun

We have said that the educational program of the public library serves broad, democratic social purposes beneficial to the whole society. While its services are usually extended to individuals, the rationale is that the benefit of the individual in a democratic society is a benefit in which we all share. All adults, as individuals and in groups, need and want the opportunities for self-realization which informal adult education provides. And if we believe that, we can hardly seriously contend that these needs are felt only by people who live in large urban centers, or that the whole society is adequately represented by those who happen to be city dwellers. We have not accepted such an idea in our provisions for formal education; how can

we justify it as a basis for our provision of the informal education which comes after?

As always in library history, the basic ideas and problems were all stated very early. There is truly nothing new under the library sun. Let me quote from a letter, written in 1851, by Edward Everett:

The first principles of popular government require that the means of education should, as far as possible, be equally within the reach of the whole population. . . . This, however, is the case only up to the age when School education is at an end. We provide our children with the elements of learning and science, and put it in their power by independent study and research to make further acquisitions of useful knowledge from books—but where are they to find the books in which it is contained? Here the noble principle of equality sadly fails. . . . We give them an elementary education, impart to them a taste and inspire them with an earnest desire to further attainment—which unite in making books a necessity for intellectual life—and then make no provision for supplying them.

Mr. Everett was pleading for the establishment of a library in Boston—but surely if the argument is true for Boston it is equally true for Baltimore and Barnstable and Breckenridge. The “noble principle of equality” is meant to apply to all of the people, in the towns, the villages, and the rural areas as well as in the cities.

Accessibility Is The Key

The very first principle underlying the establishment of libraries at all was that which recognizes that people—even people who are highly motivated—are not likely to do much reading if the necessary materials are too difficult to come by. In choosing any elected activity, people tend to lean in the direction of what they can get most easily. This we have learned experimentally from our research, but practicing librarians have known it empirically long before the research corroborated their experience. We know that time and again people will choose one activity even over another activity in

which they presumably really have more interest, if the one is more readily available. We certainly know that in the selection of a book to read, even your already-committed reader will frequently select from those which are handiest to reach. For example, books have been circulated from library collections after years of gathering dust, by the simple expedient of moving them from low shelves to eye-level shelves. Now when the concept of availability is cut that fine, you begin to see that it is accessibility rather than availability, which is really the key. To the highly motivated reader in a community in which there is no library, there is always available the possibility of writing a letter to the publisher which will bring him the book he wants. If a book is in print, it is—by definition—available. But the book that is read is not any book in print, but the book close by. And the book close by, in all too many instances, is not the kind of book which librarians point to when they boast about their educational contribution. The extension of library services is dedicated to making more of the better books close by to more people.

But it's not quite so easy as that sounds. One of the unfortunate facts of life is that even the non-profit activities have to have money with which to operate. Schools, colleges, libraries are not in the business of making money. But they are in the business of spending it—which means that somehow they have to get hold of it to spend. Thus library services are most extensive, most varied and best (by any definition of “best” you wish to impose for library services) where the most financial support is provided. This means that it is primarily those in the major metropolitan areas, or the wealthier communities, who have a real chance at the best that libraries have to offer. And that means that our best library services are provided in those very places where the best services of every other kind are provided: where there are the best book stores, the biggest museums, the greatest number of news stands, the widest varieties of educational and communication agencies. And THAT means that our services are being supplied, not necessarily to those who need them the most, but to those who can best pay for them, regardless of need or interest

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or desire. It would be too much to say that we have done our best work where we are least needed—that is hardly the case, since the other agencies, like the library, flourish where a great demand exists. But it would also be far too much to say that if these agencies do not already exist in an area, then there is no need for them. Yet this is, to all intents and purposes, what we do say. The book, and all it stands for as a symbol of adult learning and a channel for it, can be yours only if you live in a wealthy enough community. And what does that do to our "noble principle of equality", and our fond belief that the library exists to meet the book needs of our whole society, and, indeed, has been established in response to the desire of the people to have access to books and ideas?

The State Plan Is The Means

It seems to me that the conclusion is inevitable: some means must be found to equalize the opportunities of access; some means must be found to extend our services to all of the people, not just to a few lucky ones. If support and accessibility are the essential correlates of the kind of informal learning to which all of our citizens have a right, then some means must be found to provide a broader basis of support and a wider area in which materials are accessible. The State Plan is such a means.

Why, then, is there any question at all? Why do not all librarians throughout the United States draw up such a plan and put it into operation? I am no expert on why people do what they do—or do not do what would seem to me to be wise. But I can hazard a guess about one of the reasons why some librarians hesitate to embrace immediately such operations as the State Plan. It is, I think, because of the congenital resistance of Americans to anything that might connote regimentation and control from the outside. This is a legitimate resistance, and it is a heartening fact that it still exists so strongly in a period which is marked so much by the willing acceptance of conformity. For the library has always been, and will—let us pray—always remain, a stronghold for the protection of freedom of choice, individuality, and idiosyncrasy. Each small library in the state has its own community to serve and

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must fight to preserve the grass-roots contact with that community's particular needs. Here again, the old timers said it first and best: "There can be no such thing as a model collection so long as communities differ and individuality survives. That library alone is well selected which is best able to answer reasonable expectations, and these differ according to circumstances." That was Justin Winsor, in 1877, arguing against the formation of all libraries in the image of some conventional notion of what a library should be.

The Strength of the State Plan

The strength of the State Plan is that it preserves the autonomy of the library, while increasing its potential for local, individual service. No library is required to join the system, and if it does wish to join, its own governing body decides on what terms it will affiliate. The local librarian and the local board retain their positions in accordance with the library's policies and legal status, and no changes will be made in policy unless the local governing body approves. The State Library does not "control" the local libraries in a system. And the selection of books remains where it is now — in the local library where the needs and interests of the local community are presumably better known. Thus the traditional values of the independent local library are preserved, but not only just preserved. They are improved in the very qualities that we so jealously wish to guard. The individual can still choose to read what he wants to read — but now his choice is wider. Direct service to the local individual is still provided — but now there can be more time for it, as some of the more routine and technical operations of the library can be centralized. The individual in the small town can still go to his library for direct reference service, but now he has access to the larger reference collection of the entire system. And the varieties of services which only money can buy are now brought closer to the local scene because the pooled resources of several localities can be combined to buy more than the individual sums could have bought piece by piece. The strength of the "systems" approach to the library problem is that, far from

threatening the freedom and individuality which democracy stands for, it actually comes closer to meeting the democratic ideal than we have ever been able to come before.

Mass Media—One Dimensional Level

To hold fast to this ideal is even more important in this day of mass communication. Our general magazines, our digests, our TV plays and moving pictures tend to reduce literature and the discussion of ideas to a single, one-dimensional level — dehydrated, packaged, and shipped out in car-load lots of identical units for quick distribution on the same day and at the same hour to viewers-listeners-readers everywhere in the land. Canned and pre-digested, this fare looks and tastes like food for the mind, but most of its nutritional values have been squeezed out. No matter how much water we add, we do not ever bring it back to its original state: a movie version of *Huckleberry Finn*, a TV adaptation of *The Tempest*, a Readers Digest condensation of a great work — none of these is the Real McCoy, even when they are very well done in their own medium. Yet one of the built-in characteristics of the mass media is their all-pervasiveness; they have reached into all the hidden corners where we have failed to go: the outlying areas, the rural areas, the areas in-between. They, and not books and libraries, are close by to most of our population. But in a world that continually grows more complex, as ours does, it is more than ever essential that the opportunity for the individual experience, the unique taste and interest, be made equally accessible. This is not to say that everybody should be reading instead of watching TV, or even that any book experience is automatically better than any film experience. All we are saying is that the individual has a right to choose; and he cannot really exercise freedom of choice unless there are alternatives. The library and its books should be there to represent one of the possible alternatives.

In his paper in the symposium on *The Climate of Book Selection*, Max Lerner reported that on one of his foreign tours he was asked the question: "What single word or concept would you use to describe the crux of your

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American civilization?" The word that he produced was "access". The crux of the American civilization is to insure equality of access to all, despite the natural and other differences that exist. We do not feel that an American child can be denied an education because he lives on the other side of a mountain. We do not feel that an American mother shall be denied adequate maternal care because her husband is a farmhand. We do not feel that an American man must remain forever a cobbler because his father and his father's father were cobblers. Equality of opportunity of all kinds is the keystone of the American democratic structure—and that should include the opportunity to be exposed to the ideas and information which are available only through books. Under our ideal of equality, we cannot justify the denial of library service to any area of the United States, any more than we could justify the denial of library service to Boston in the 1850s. The reasons are still the same, however different and more complex the means may now have become.

We Get Involved in the Mechanics

As you see, the assumptions with which I began lead me inevitably to this end: Adult Education embraces all aspects of adult learning, however informal; the library is the best agency for serving the needs of those adults who seek informal self-education; any step taken to improve library service to adults is an important contribution to adult education; and the State Plan is one of the most promising steps in the direction of such improvement. A few weeks ago I told one of the leading Adult Educators in the library field that I was going to speak on The State Plan and Adult Education and her reaction was: That is certainly a totally unrelated pair of concepts!

Surely not, I thought, and asked for clarification. Her point was this: It is not that the State Plan approach is unrelated to Adult Education. It should indeed be inextricably bound up with the promotion of adult education activities. But in the real situation she had found, time and time again, that when a Plan is introduced librarians get so involved in the machinery—where shall we file the charges; hadn't we bet-

ter move the telephone desk; should a record be kept of reference searches—that the service aspects become lost. She had become disillusioned by the involvement in mechanics which seemed to her always to set aside and even sometimes destroy the real ends of the plan.

But this, I submit, is not a weakness of a State Plan as such, but of human beings—among which company I pre- versely insist on placing librarians. We have always been guilty—and by "we" I mean not only librarians, but people generally—of confusing means with ends; of getting so involved with technicalities and rules that we forget the purpose for which the technicalities were devised and the rules drawn up. The purpose of the State Plan is to improve the quality of library service and increase the number of persons who can have access to it. It is a tool, a device, a means, and not an end in itself. Thus, if, as I trust you will, you choose to join a library system, do not imagine that you have by that act completed your task. Although that is an essential first step, it is only the first step. For all of the advantages and ideals about which I have been speaking tonight are only potential in any plan—they are not inevitable. They can be realized only if all involved in it keep their eye constantly on the goal rather than on the machinery. The goal of the library—any library—is primarily, it seems to me, one of service—a service which will promote educational ends. *The State Plan can, with your cooperation, bring us closer than we are now to that goal. The way to begin is—to begin.*

THE LIBRARY AS A TEACHING FORCE

WESLEY H. MAURER, Chairman,
*Department of Journalism,
University of Michigan*

I must share with you something about libraries that I hadn't thought about for a long time. I recall that when I was in the fourth and fifth grades, the children of our neighborhood got together one summer day and decided to organize a library. This probably was at the time the new Carnegie library came to town. We col-

lected books from homes that were more affluent than ours. Then it seemed like a lot of books. I had never seen so many in one place. We set up shop in a barn loft. We appointed the affluent daughter among us as our librarian, and she cut cards and we took out books, were fined buttons for overdue books, and generally settled down to a system. We did a lot of reading that summer principally to keep the system going, and reading was fun.

I refer to these accounts because we sometimes overlook the very human and intimate need for libraries even in children, and it is such a natural welling of need that it seems a tragedy that the extension of this service is not quickly made to reach those citizens in our state not yet privileged to have this need served. There are about 900,000 persons in this state, 250,000 of them children, without legal access to libraries. This seems a strange anachronism in our boast of an affluent society, and I should think that state and federal aid are as essential for serving this need as any need we can think of. We all take pride in the high literacy in this grand land of ours; we also take pride in our public policy not to force state inspired literature upon the persons we have taught to be literate. But it seems nothing short of cruelty that having made people literate we do not provide the facilities for serving the appetite to read that literacy creates. Your Michigan Library Association is to be thanked by the citizens in all other professions and occupations for tending to this need. And your regional center for purchasing and cataloguing and distributing through the public library service is a program to which I should like to see more active support given.

Library Service Has Changed

You have studied the changes in your profession much more exactly than I have, but I can give you only my impressions of a sympathetic supporter and observer of your work. There is no question that the library service has changed from a passive to a very active educational service. I should like to submit, however, that the reason it has changed is that the essential need for private reading is more widely, more intelligently recognized. The librarian has changed from clerk to a professional

because when most librarians were clerks, a few librarians saw the need of people for reading so acutely that they served the communities as a teaching force. They considered their work as a profession.

The pedestrian librarian of that other day remained a clerk, and I dare say that there are some librarians in provinces who still are *only clerks*. They are not present at a meeting like this where are discussed the *social purposes* of librarian services. The character of their job has not changed in 50 years; in fact to them their work is just a job, not a career. The pity is that they rob themselves, because irrespective of pay, the work becomes more exciting and meaningful the moment the service is put on the level of a teaching force. I doubt whether the few professional librarians of that other day got anything more than a pittance for their salary. It was the social imagination of a few that lifted sights to the vast social need that was not being met, and just employing such imagination had its own satisfying rewards.

I think of a time when the library was a storage house for books; books as ends in themselves. It was a sort of pseudo aristocracy; the display of books and are as evidence of "earned" culture. Quality was not a consideration; nor was use.

The Librarian is a Teaching Force

Now this has changed, by and large. Today there are experimenting with open stacks, informal seating, easy and convenient access, and an imagination that goes from books to records, to slides, to motion pictures, and to every form a visual instruction. The librarian is now a teacher, member of an honored and great profession; guided by principles administered with integrity and courage. The nature of the library has an influence upon the character of the community, and any community with a library directed as a teaching force shows the marks of it. There books are expendable. The test of an effective library, like a bank, is not the volumes it stores but the number of books in circulation. In the well arranged library of today, there are rooms for conversations, since books, conversations, ideas, and the expression of opinions are kindred. The librarian, as

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a teaching force, becomes the prime mover of ideas in community; he and she are catalyst for community thinking; informal tutor; reference servicer; seducer to reading. I take my hat off to the state librarian, Mrs. Loleta Fyan, when she invented ways to distribute books in the factories during the war. I take my hat off to Fred Wagman, whose imagination broke through the traditional thinking of library architecture, movement, and use, and by the invention of functional structure of new services in records, art, and study conveniences proved that libraries when organized as a teaching force could change and improve the intellectual habits and atmosphere even of a university community.

Yes, the library is the center of schooling, and it is the open road to learning. Spoon-feeding education doesn't depend much on libraries. In the spoon feeding system, the carrels, you know, are primarily for the professors. They do the research for the students. It is authoritarian education. The students get brainwashed. As we begin to acquire some of John Dewey's insights, as we learn how to teach through problem solving and project study, as we arouse the student to make inquiries on his own, and urge the "do-it-yourself" learning, the library becomes increasingly the pivot; the librarian a tutor of the first quality.

Reading Creates Appetite For Further Reading

As some of you know I conduct a discussion group, the oldest in the United States, and I have had the warm friendships of many members, some of whom have come for more than 25 years. It is always interesting to those of us meeting so many years to see the newcomers taking on the habits of the group. Most members start the group on the ground that they do not have time to read. But as they get involved in discussions they find themselves arranging from their busy life more time to read. We abstract some 32 good books each year, many from the university presses. After an abstract and discussion of Barbara Wootton's "Freedom Under Planning," forty students in the group ordered the book for their own use. Eric Fromm's "Psychoanalysis and Religion" met with the same

reception. I think we all know, surely you librarians know, that reading creates appetite for further reading.

Often the new members when they are troubled with all the ideas bandied about, complain to me that they are confused by their reading. How, they ask, can you tell what to think? Here is one author saying this very persuasively, and that sounds right enough. Then here is another author saying this, and that sounds right too, although it turns out in discussion that it is the opposite of the other and that one can't hold to both. How do you make that type of evaluation? These good people will learn on further reading that from all the contestants values are chosen, from which base criticism may be made. I and the older members can see developing this emergent person who can make judgment from among the ideas he reads and hears discussed. I do not know of any more certain source for nourishing identity than the power that springs from values chosen personally from among all the ideas offered. *It is the paucity of ideas that create the blank faces in our society.* In the atmosphere of conformity, there are not enough ideas in circulation from which one can select values from which judgment can be made. Libraries that keep ideas moving are a teaching force.

More Attention to the Psychology of Reading

My students at the University, upper-classmen and graduate students, sometimes confess to me that they are bewildered by the tremendous number of books in the library. Somewhere these students get the idea that learned men have to read everything. It hasn't been pointed out to them that reading from a scale of values, simplifies the choice; that in classifying ideas, one finds in books much repetition; that in knowing the spectrum of thought, one can see ideas in relations to each other; that reading any book can be selective; that reading fast and scanning what seems not relevant need not be superficial reading. As teachers we might be able to do something about peoples being lost in the forest of books. So many people can't see the trees for the forest, speaking bookishly. I think that as teachers and librarians we are bound to give more attention to the psychology

of reading as we make education more a process of personal searching, a process in which the library and librarians now take a more prominent position as a teaching force.

Controversial Issues and the Library

It is in this area that the library takes on a broader function as a teaching force in democratic society. It relates to the exercise of the freedom to read, the freedom to speak, the freedom of press, and the freedom to know. In this function the librarian stands almost alone in her professional obligations. That is to say, the librarian is not just the tutor as part of the school system; she is the agent of freedom, the custodian of freedom.

The publisher can publish such books and papers as he considers proper. The speaker or the soap box addresses himself to his biased position. Even the teacher has a scale of values from which he interprets his discipline. An economist is not obligated to portray diverse politico-economic positions; he does well to state his position and compare it with those positions that differ from him only in details. The psychologist lectures from his chosen position unless he happens to be teaching a course in comparative psychology. *But the librarian must provide for public's differing views about issues citizens come to study.* To provide this service requires a broad knowledge certainly. The provincial mental furniture is simply inadequate. And the librarian is bound to equip himself with a learning that is cosmopolitan and urbane.

Protection of Freedom

But assuming the librarian is well equipped, the difficulties of administering his services are tremendous. But this is no more than any other intellectual technician faces in dealing with the cultural lags. The local library, governed as it is by provincial boards, is not likely to come to open road positions on its own account. It will need to be guided to wise public policy about controversial issues before issues become controversial. And this is the point: protection of freedom here comes, I think, from adopting procedures at times when men are reasonable, not when they are upset by the clamor of bigots. Only a pro-

fessionally oriented librarian can give this guidance at a time when that guidance has a chance of being accepted.

The librarian must be equipped with such a passion for independent learning, that the policy to provide all views in controversial matters will be administered as a matter of course. It is not just courage; it is professional competence. It is not defiance of custom; it is protection against ignorance. It is a recognition that ideas are dangerous; it is a conviction that suppression of ideas is even more dangerous.

The patrioteers are always about to exhibit their loyalty. But they need to be taught too in community experience that it is safer for our national security to have our youth exposed to ideas to the extent that they become familiar in dealing with them than to censor their reading and make them thereby easy marks by the propagandists. With all the foolish talk about protecting ourselves by learning to detect propaganda, no one has yet found a simpler protective device than that of independent, informed thinking, thinking that has come about through personal, private choice.

The Forces Behind Censorship

And there are the blue noses always about. Their suppressed desires, assuming the proportion of evil acts in themselves, carry with them a sense of guilt that craves cruel punishment. And they insist upon protecting others from the temptations they momentarily illicitly enjoyed. They do not hesitate to insist that librarians be censors.

Over and over again the community should be informed, when it is most receptive, that, as Dr. Sidney L. Sands, M.D., psychiatrist in Des Moines, told the PTA there: "I have seen no evidence that so called obscene literature or pictures have themselves produced any delinquency, crime, or major defection from moral rectitude when read or seen by relatively healthy children or adults. . . . It is the opinion of many psychiatrists that sexual immaturity, in the psychological sense, is to be found in those who produce this material, consume it, and occupy themselves with the censorship or repression of art and literature . . . I believe that in the arbitrary use of censorship we can create conditions whereby we do not

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only sacrifice good art on the altar of some private morality, but may actually enhance the very sexual attitudes which increase the desire for obscene material. The professional reformer and moral fanatic are as morbidly preoccupied with sex as is the peddler and consumer of so-called obscene literature and art. Such persons see evil everywhere. At a deeper level they unwittingly enhance unhealthy attitudes toward sex and life and further confuse the youth whom they seek to protect. If parents are really concerned about their children's attitudes and values, let them labor at home, bringing knowledge and love and reverence for life to the task. Such vaccination is the best immunity to the effect of obscenity. No amount of censorship can ever accomplish this."

I venture to say that if the community had information of this sort often enough, this knowledge might give them pause before they engage in pressures on librarians to become censors. They should be told, and told often, what Dr. Benjamin Karpman, chief psychotherapist at St. Elizabeth Hospital, Washington, D.C. said so well: . . . "those who like to exhibit it (pornography) and those who condemn it sometimes are 'brothers under the skin' because of a subconscious interest."

Open Board Meetings Can Combat Censorship

All efforts to suppress and censor should be brought out into the open for public discussion. In times when controversies are not an issue, procedures for open meetings of library boards should be established. The press should be invited to be present, and the business of the library should become community business. But in addition to these precautions, the librarian should address the public regarding library functions, should influence public meetings in which public issues are discussed, should assist to bring in lecturers who have intelligent insights on public and world affairs. And in all instances possible, the library should display relevant material from a number of points of view and should extend this display of information for the press. Libraries now following policies of this sort are a vital educational force.

The Librarian is a Professional

All the professions have emerged from arts and crafts and occupations bearing upon broad public interests. This emergence has not come about by any automatic evolution. A study of all of them indicates that there were always among the mass of pedestrian practitioners a few who, despite the difficulties, set their practice on a high responsible plane. For this they sought neither special payment nor advantage of office. They sought constantly to improve their practice by associating their problems with studies. These studies took them to the sciences and the arts and they became, as a consequence, superior in their competence. These few demonstrated then to learned men that their professions had a place in academic communities where socially responsible practice could be systematized and advanced through more scholarly apprenticeships.

My profession, journalism, is only an incipient profession. There are many, as you know, who would properly be embarrassed to have their work given the title of profession. But I consider journalism in its best expressions, not its worst, as worthy of the word profession, and I represent an academic community which hopes with me that in time we can systematize a socially responsible practice and educate intending journalists to assume competently their full responsibilities as reporters, editors, publishers.

The campus I come from also recognizes the librarian in his best expression as being worthy of the word profession. His practice has grown from custodians of books to having significant function in a free society. Its social responsibility as a profession is indicated in its systematizing its services, in its requiring broad learning on the part of the intending practitioner, and its public pronouncements of what its function is accepted as being. Respecting the latter, this professional objective is competently stated in the Declaration on the Freedom to Read. "We realize that the application of these propositions," the Declaration concludes, "may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that

what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours."

When you speak that way, you use the language of a profession. When you practice accordingly, you are members of an already highly honored profession, the teaching profession. Even in the suburban areas and in remote areas there are practitioners who think this way about their work. As a citizen in a free society, I salute them, for instead of being custodians of books they are custodians of freedom. They are truly an important educational force in our commonwealth.

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Mr. Jean Worth's talk "A Trustee Looks at the State Plan" will appear in the March *Michigan Librarian*.

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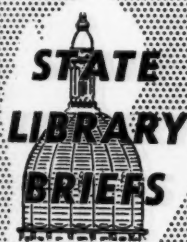
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NEW BORROWING PLAN . . .

The 19 public libraries participating in the West Central Library Project have launched a joint borrowers' registration system, marking the first time in Michigan for such a full scale program by several independent libraries. Under the system, in effect for one year, a registered borrower may visit any of the 19 project libraries in Osceola, Oceana, Mason, Mecosta, Newaygo and Lake counties and use the collections and special services without charge. An inter-library loan system has also been set up to improve book service in the

project area. A union catalog system of all materials available in the project libraries has been established at the project processing center in White Cloud. In addition to the collections of the project libraries, some 14,000 books, 30 educational films and 600 phonograph records, on loan from the State Library, are also available.

BROCHURE ON PLD AVAILABLE . . . An attractive brochure titled, "The ABC's of Michigan's public library development program, 1956-1960" has been produced by the State Library. Off the presses in time for the MLA conference, the publication outlines the marked progress made by the State Library's public library program during the last four years. Copies may be obtained by writing to the State Library, 125 East Shiawassee Street, Lansing 13.

RECENT STATE BOARD ACTION . . . The Michigan State Board for Libraries has approved a monetary grant for a preliminary study of library service in Delta county; a project in Saginaw county to promote interest in establishing and extending library service by contractual arrangements to townships without legal access to library service; and a Berrien county project for cooperative listing of periodical and reference holdings. The Board also approved initial planning for a possible processing center in the Grand Rapids area, as soon as added staff can be obtained.

REPRESENTS STATE LIBRARIES

. . . Mrs. Loleta D. Fyan, state librarian and president of the American Association of State Librarians, attended a meeting of the Advisory Committee to the U. S. Commissioner of Education on library matters in Washington, D. C. recently. Mrs. Fyan reported the interest of the committee in the continuation and expansion of school library provisions in the National Defense Education Act, and noted that government and Congress have a keener awareness of the role that education is playing in foreign affairs.

FOR A RICHER, FULLER LIFE — **READ . . .** is the theme of the 1961 National Library Week observance. Something new has been added to the National Library Week promotion aids being distributed by national headquarters in New York — a handy year round wallet sized calendar. A reproduction of the 1961 poster is on the cover with an April to April calendar on the back. The inside is ruled for use as a personal reading guide. A blank space can be rubber stamped or imprinted locally.

As Chairman of the A.L.A. *Special Committee to Evaluate the Joint CLALA Conference* in Montreal, I would appreciate receiving reactions from anyone who attended the Conference. A similar committee of the Canadian Library Association will meet with us at Midwinter in Chicago. It will be very helpful if we can have your opinion as to the interest and value, or the drawbacks, of the Joint Conference. Please send your comments to me at the Detroit Public Library.

Katharine G. Harris

Who's Who in M. L. A. 1961

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William Morgan, Fine Arts Library, Tappan Hall, University of Michigan, Ann Arbor	III
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Renwick Garypie, Inkster Public Library, Inkster	1961 III
John Mills, Detroit Public Library, Detroit	1961 III
Miss Annette Buurstra, Calvin College, Grand Rapids	1961-62 IV
Harold Johnston, Flint Public Library, Flint	1961 V
Mrs. Terese Flaherty, Traverse City Public Library, Traverse City	1961 VI
Jean Worth (Trustee), Escanaba Daily Press, Escanaba	1961-62 VII

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Mrs. Ann Matthews, Jackson Public Library, Jackson	1961-62 II
Cornelius Wagenvoord (Institutional), 306 N. Grand, Lansing	1961-62 II
Miss Genevieve Casey, Detroit Public Library, Detroit	1961-62 III
Charles Metzner (Trustee), 1824 Pontiac, Ann Arbor	1961-62 III
Mrs. Cornelia Basinski, Mt. Clemens Public Library, Mt. Clemens	1961 III
Avram Rosenthal, Livonia Public Library, Livonia	1961 III
Miss Margaret Bird, Grand Rapids Public Library, Grand Rapids	1961-62 IV
Miss Margaret Keefe, Dow Memorial Library, Midland	1961 V
Mrs. Jack Vrable (Trustee), 647 S. Chapman Street, Chesaning	1961 V
Mrs. Terese Flaherty, Traverse City Public Library, Traverse City	1961-62 VI
Mrs. Carl Nelson (Trustee), 156 Hoeft Road, Rogers City	1961-62 VI
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Mrs. Jule Fosbender, Tecumseh Public Library, Tecumseh ...	1961 II
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Keith C. Knight, Grand Rapids Public Library	1961 IV
Miss Berniece Stocks, Grand Rapids Public Library	1961-62 IV
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Mrs. Florence Wiselogle Banks, Bentley Jr. High School, Flint ..	1961-62 V
Miss Margaret Duncan (Trustee), 516 Maple Street, Manistee ..	1961 VI
Bernard Rink, Northwestern Michigan College Library, Traverse City	1961-62 VI
Miss Elizabeth Rogers, Ishpeming High School, Ishpeming	1961 VII

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Miss Catherine Grassl, Spies Public Library, Menominee	VII

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IV	Mrs. Patricia Knapp, Wayne State University Library, Detroit	1961-62	III
II	Miss Nellie Walker, Hackley Public Library, Muskegon		IV
III	Miss Dorothy Davis (Trustee), 1031 Monroe Street, Lapeer ..	1961	V
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	Donald Best, Cadillac Wexford County Library, Cadillac	1961-62	VI
	Mrs. Katherine LeBrasseur, Manistique Public Library, Manistique	1961-62	VII

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CHAIRMAN:

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II	Dr. Mary Duncan Carter Isbell, Dept. of Library Science, University of Michigan, Ann Arbor	1961-62	III
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2	Mrs. Frank Blair (Trustee), 230 Kinross, Clawson	1961-62	III
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IV	Miss Alberta Massingill, Grand Rapids Public Library	1961-62	IV
2	Miss Margaret Cheeseman, Dow Memorial Library, Midland ..	1961	V
2	Richard Davis, Saginaw Public Libraries, Saginaw	1961-62	V
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III	James Limbacher, Dearborn Public Library, Dearborn		III
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James Pirie, Library, Flint College, Flint	1961-62	V
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Mrs. Madalyn M. Bradford, Webster Memorial Library, Decatur		I
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VICE-CHAIRMAN	Leo Dinnan Oak Park Public Library	Mrs. Edward Stasheff 307 Westwood Ann Arbor
SECRETARY	Miss Margaret A. Downey Wayne County Library Wayne	George Shawley 117 Elm River Rouge
DISTRICT IV		
CHAIRMAN	Miss Margaret Bird Grand Rapids Public Library	Mrs. Preston Luidens 73 W. 29th Street Holland
VICE-CHAIRMAN	Miss Barbara Polcyn Bunker Jr. High School Muskegon	Mrs. Neil Dolbee Lakeview
SECRETARY	Mrs. Harriet Kaye Muskegon County Library Muskegon Heights	Mrs. George Branston 933 Lakeside Drive, SE Grand Rapids
DISTRICT V		
CHAIRMAN	Harold Johnston Flint Public Library	Rev. Allan Gray 220 Front Street Chesaning
VICE-CHAIRMAN	Mrs. Ola Pell Caro	Mrs. Guy Ritchie Gladwin
SECRETARY	Mrs. Sylvia Phaneuf Genesee County Library Flint	Mrs. G. Fred Moench Sanford
DISTRICT VI		
CHAIRMAN	Mrs. Linda Potts Frankfort City Library	Jack Nelson 517 Fifth Street Traverse City
VICE-CHAIRMAN		Mrs. Margaret Walling Rte. 1 Mesick
SECRETARY	Mrs. Helen Curtis Iosco-Arenac Regional Lib. Tawas City	Mrs. Harold Hill 512 Pine Street Manistee
DISTRICT VII		
CHAIRMAN	Mrs. Katherine LeBrasseur Manistee Public Library	Charles Follo 209 S. 11th Street Escanaba
VICE-CHAIRMAN	Mrs. Katherine Nevitt Saulte Branch, Michigan Col- lege of Mining & Technology Saulte Ste. Marie	Robert Clark Harlow Block Marquette
SECRETARY	Mrs. Lydia LeVernois Public School Library Crystal Falls	Carl Woelffer Erie Street Crystal Falls

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WHY M.L.A.?

Herbert F. Mutschler, Wayne County Library, Wayne



Virtually every profession has an organization of members belonging to that field of endeavor. Why do these people belong? Probably for the same reason that I, as a librarian, belong to the Michigan Library Association. I feel an obligation to belong. But more than that through membership, librarians, librarianship, and libraries can and should gain. M.L.A. consists of librarians, for the improvement of librarianship, and with the objective to make Michigan the finest library state in the nation. None of these organizational objectives can be accomplished without association membership.

In the final analysis the success of any organization depends upon the people associated with it. Probably the most valuable single benefit derived from M.L.A. is the opportunity to discuss and exchange ideas with other librarians. It makes each of us realize that problems which we might feel are unique are in reality faced in many other areas in the State. M.L.A. Conferences and meetings offer the discussion ground to the benefit of all taking part. Through the efforts of active M.L.A. members, we can all look forward to a better future in the profession and better libraries in the State of Michigan.

Mrs. Gay Vinge, Trustee, Ingham County Library, Mason



My acquaintance with official librarianship and with M.L.A. is brief: three years a library trustee and M.L.A. member and less than one year as a participating member of M.L.A. My interest in libraries stems from a lifetime, minus only the first five or six years, as an avid user of library services with experience in a variety of libraries ranging from small rural community libraries of donated books, to city libraries such as that of Milwaukee.

These past few months when I have been a participating M.L.A. member rather than merely a token member in good standing (dues paid in full) have made me aware of the in wealth of inspiration and community of interests which I have denied myself in the past because as a new member and a new library trustee, I was one of the many "slow starters" in participating in M.L.A. activities — if only to attend the annual conference and district meetings where I could garner inspiration and knowledge from the fine program speakers, and most of all meet other trustees, librarians, and library "buffs."

Of very special value to trustees and lay members of M.L.A., such as Friends of the Library, is the opportunity to meet other trustees and Friends; to share with each other our difficulties and our enthusiasms; to receive new ideas and ideals of library service, and to become knowledgeable of the problems and the attainments of libraries in neighboring areas as well as distant parts of the state.

I have also discovered that the stimulation of working with other library enthusiasts, those with professional training and experience as well as trustees and Friends, results in a member receiving back much more than she gives, if she can be one of the fortunate ones who has the time and energy to actively work for M.L.A. on a committee or as an officer.

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